Un trait marquant dans le développement du système scolaire dans les pays scandinaves a été l'organisation d'un système scolaire unique, c'est-à-dire une école commune pour tous les enfants soumis à la scolarité obligatoire, et la création d'un lien organique entre cette école et l'éducation scolaire supérieure. (Grundskola conduisant au gymnasium ou à une école supérieure équivalente). Ce n'est que depuis 1945 que la Suède a joué un rôle prépondérant dans ce sens. L'école de 9 ans suédoise de 1962 permet la différenciation au sein de la classe pendant les 8 premières années seulement. Au Danemark une vraie différenciation peut se faire à partir de la 6ème année et en Norvège à partir de la 8ème. En Finlande, le dernier comité scolaire a fait des suggestions très proches du modèle suédois. A la suite de l'école de 9 ans, les quatre pays ont un gymnasium de trois ans comportant de nombreux cours facultatifs.

Dans la classe, l'accent fut mis sur le développement de meilleures techniques d'étude, sur le jugement individuel et l'évaluation critique, sur la diminution du travail à domicile, et une meilleure coordination entre les différentes parties du contenu du programme. En vue de réaliser ces intentions des changements dans l'organisation de la formation des professeurs sont prévus. En Suède, une loi dans ce sens est prévue pour le printemps 1967.

La base de ces réformes fut de nature politique et elles sont généralement dans leur forme actuelle, des compromis entre les différentes opinions relatives à ces questions. Beaucoup d'objections ont cependant été soulevées contre la réforme scolaire suédoise. L'un des problèmes les plus controversés est la façon de permettre à la politique d'influencer les décisions sans courir le risque de voir les partis se confiner dans une perspective unilatérale. D'autres questions sont: comment éviter que le libre choix des enfants les conduise aux conséquences graves qui furent celles de la vieille école, comment favoriser par la différenciation le développement individuel et l'éducation sociale, et comment surmonter la crise de discipline qui paraît immanente.

Beaucoup d'efforts furent faits en faveur de changements positifs, mais il reste encore beaucoup à faire si nous voulons que le revers de la médaille ne soit pas moins brillant.

EDUCATIONAL RESEARCH IN SWEDEN

Introduction

During the last decades there has been a good deal of research in Sweden in connection with a number of governmental committees working in different problems in the educational area. This "committee research," which has been pursued with temporary grants, has mainly been of a sociological and descriptive character. Research workers have contributed to the committee work both by planning and directing research projects as well as by interpreting the studies and explaining which policy decisions were supported by the research results and which were not. A further task for some of the research workers has been that of advising the policy-
makers on how to define the problems to be dealt with in the reform programme in the most constructive way.

During the last three years increased funds have been made available for educational research and development. The main interest has gradually been directed to the actual educational process. A number of research projects on instructional methods have been initiated, comprising at first detailed goal analyses and goal definitions, and then the systematic construction and testing of learning arrangements, in which methods, materials and organisations are integrated. These projects will result partly in research reports and partly in the establishment of procedures and material, so-called "instructional systems." The projects will, if necessary, include training courses for teachers and other school personnel in the practical application of the systems developed.

The "production-oriented" type of project outlined above, with the main emphasis on analysis, systematic construction and testing of learning arrangements, leads to more "guided" instruction. Strictly constructed learning situations should be of immediate interest to research. They should be able to create new and better conditions for educational, psychological and sociological studies in school contexts. But this, naturally, does not mean that educational research should be concerned only with this type of research and development (R and D) projects. Research should be as versatile as possible. In a situation where there is great demand for relevant R and D and at the same time a clear shortage of research workers, it is, however, necessary to give priority to projects aiming primarily at an improvement in the educational practice.

At the suggestion of one of the governmental committees referred to above, a special unit for the planning of research and development was established in 1962 within the National Board of Education. Its activities were started in 1963 and are directed to the initiation and support of research and development work of special relevance for the schools. There is a close cooperation between this research bureau and the various research institutes, which are taking part in this new programme. It is obviously important that the research part of the projects is of considerable size. The main objective of these projects is, after all, to minimize the so far rather wide margin for opinions and beliefs in regard to instructional methods. On the other hand it is also necessary that the projects lead to specific results of real relevance for practical application. The main idea with these projects is, therefore, that scientific theory can be developed and improved by R and D programmes which have as their primary purpose to develop models and procedures for more efficient working conditions in the schools.

So far a number of R and D projects have been initiated at various behavioral research institutes and with qualified research workers as leaders. The project staffs also include "educational engineers," (i.e. teaching methods experts and experts representing the various subject matter areas that are dealt with). This means that new personnel categories begin to appear on the pay-rolls of the behavioral research institutes. By the initiation and financing of a considerable number of studies by graduate students, the R and D projects enable the research institutes to carry out training of research workers.

At present (autumn 1966) about ten research projects of the type and scope outlined above are carried out as a cooperative enterprise by the R and D bureau of the National Board of Education and a number of educational and psychological research institutes. Some of these projects are described more in detail here.